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STUDY GUIDE

THE WAR OF THE WORLDS

H. G. WELLS



SADDLEBACK EDUCATIONAL PUBLISHING, INC.

STUDY GUIDE

THE WAR OF THE WORLDS

H. G. WELLS

SADDLEBACK *Classics*

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The Scarlet Letter
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The Three Musketeers
The Time Machine
Treasure Island
The War of the Worlds
White Fang

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**THE NOVELS**

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USING THE STUDY GUIDES

Before assigning any of the reproducible exercises, be sure your students each have a personal copy of the Glossary and the Facts About the Author and About the Times. Students will need to be familiar with many of the literary terms in order to complete the worksheets. The Facts About the Author and About the Times lend themselves to any number of writing, art, or research projects you may wish to assign.

The title-specific exercises may be used as a springboard for class discussions or role-playing. Alternatively, you may wish to assign some exercises as homework and others as seatwork during the closing minutes of a class period.

All exercises in this Guide are designed to accommodate independent study as well as group work. The occasional assignment of study partners or competitive teams often enhances interest and promotes creativity.



H. G. WELLS

(1866–1946)

The first great writer of science fiction, Herbert George Wells, was born in Kent, England, in 1866. The son of a small tradesman and professional cricketer, Wells worked in a dry goods store and a drugstore before attending the College of Science in Kensington. After graduating, he taught science until 1893, when he began to write for a living.

Wells published his first book, *The Time Machine*, in 1895 when he was 29 years old. In the following two years, publication of *The Island of Dr. Moreau* and *The Invisible Man* firmly established his reputation in the literary world.

Besides his enormously popular science fiction, Wells is known for his satirical novels, such as *Love and Mr. Lewisham*, and his many popularized

accounts of science and history, such as *A Short History of the World* and *The Science of Life*.

Wells was one of the most rigorous intellects of his time. Many of his writings express his strong belief in socialism, feminism, evolutionism, rationalism, and the advances of science. Much of his work was concerned with improving the living conditions of humankind. An outspoken critic of society, Wells himself was often criticized for his radical politics.

Wells became highly eccentric in later life. At the time of his death, he had reached a point of deep despair about human development. Yet even to this day, the progressive ideas he developed at the turn of the century are widely regarded as worthy goals for social and scientific advancement.



FACTS ABOUT THE TIMES

In 1866, when H. G. Wells was born . . .

The 14th Amendment to the United States Constitution was passed . . . Alfred Nobel invented dynamite . . . Andrew Johnson was president of the United States . . . the carpet sweeper was a popular new invention . . . the American Civil War had been over for one year.

In 1898, when *The War of the Worlds* was published . . .

Pierre and Marie Curie discovered radium . . . Lewis Carroll died and Ernest Hemingway was born . . . the Spanish-American War began as the

United States declared war with Spain over Cuba . . . German Count Ferdinand von Zeppelin built his famous airship.

In 1946, when H. G. Wells died . . .

The population of the United States reached 140 million . . . Harry S. Truman was president of the United States . . . Joe Louis defended his heavyweight boxing title for the 23rd time . . . Dr. Benjamin Spock published *Baby and Child Care* . . . comedian W. C. Fields died . . . John D. Rockefeller donated \$8.5 million for the site of the new United Nations complex in New York.



FACTS ABOUT THE CHARACTERS

THE NARRATOR

A writer. He is able to watch the Martians in action more than any other surviving human.

THE NARRATOR'S WIFE

She becomes separated from her husband as the Martians attack.

OGILVY

A well-known astronomer.

THE CURATE

A whining, fearful man. As he comes in close contact with the Martians, he loses his mind.

THE MARTIANS

Very intelligent beings who plan to make Earth their new home. They use many ingenious machines to move around in the Earth's atmosphere.



CHAPTER SUMMARIES

CHAPTER 1

In the last part of the nineteenth century, Earth was being studied—by Martians. Mars was growing colder. In order to survive, the Martians needed a new place to live. They looked on Earth with cold envy. They saw the people of Earth as lowly animals, so they prepared to take Earth for themselves.

The first signs of the invasion were flashes of light coming from Mars. The narrator of the story learns about this phenomenon from his friend, a well-known astronomer named Ogilvy. Ogilvy had no idea what was coming toward Earth, nor did anyone else.

CHAPTER 2

The flashes of light coming from Mars turn out to be spacecraft. One of these landed near the narrator's home. Early the next morning, Ogilvy went to investigate. What he found was a huge cylinder. By afternoon, a crowd had gathered around it. Then the lid of the cylinder opened and a Martian crawled out. It was a horrid-looking thing the size of a big bear, with long, waving tentacles.

CHAPTER 3

The narrator watched as a group of men approached the Martians with a white flag. Suddenly a shaft of heat shot

out and burned the men to death! The heat ray swept through the crowd, killing 40 people. The narrator ran off in a panic. But when he reached home, his confidence had returned. As he told his wife, the Martians could hardly move. Since Earth's gravity was so much stronger than the gravity on Mars, they were helpless. But he did not realize how intelligent the Martians were.

CHAPTER 4

Most people were not affected by the arrival of the Martians. They went about their business as if Mars did not exist. Meanwhile, the clever Martians worked constantly on their machines. A company of soldiers had just camped around the cylinder when the second cylinder fell to Earth.

CHAPTER 5

Fighting soon broke out against the Martians. The battle was so close to the narrator's home that he and his wife fled their home in Maybury, borrowed a horse and cart, and traveled to the nearby town of Leatherhead. Then, as the narrator returned the horse and cart, he saw several giant walking machines. He decided to return to Leatherhead at once and take his wife out of the country.

CHAPTER 6

The narrator started walking toward Leatherhead. By a river, he and many others were caught in a battle between the troops and the Martians. One of the Martians was killed by a gunshot. Its metal armor crashed into the river and the heat ray went off, nearly boiling the water—and the narrator. Burned and sick, the narrator then escaped in a boat. Hours later, while walking along a road, he met a curate, who seemed to have had a mental breakdown.

CHAPTER 7

This chapter tells the story of the narrator's brother, a medical student in London. As hordes of refugees began pouring into London, the word spread: *The Martians are coming!* People panicked and raced away from the city as quickly as they could.

The brother, along with two women, escaped to the seashore and bought passage on a steamboat. Before long the steamboat was being threatened by three Martians. Then a warship called the *Thunder Child* came to the rescue. Unfortunately, the *Thunder Child* was destroyed in the battle, but was able to kill two Martians.

CHAPTER 8

The narrator returns to his own story. While he and the curate were hiding in an abandoned house, a Martian cylinder landed on it. They were trapped. As the narrator secretly watched the Martians, he learned they used different machines for different tasks.

CHAPTER 9

Trapped in the house for days, the narrator and the curate fought over their small supply of food.

Then the two men learned that the Martians were feeding on humans. This awful discovery made the curate go completely mad. He began talking very loudly. Terrified that the Martians would hear him, the narrator knocked out the crazed curate.

A Martian heard the noise. Its tentacle explored the men's hiding place and dragged the curate away.

CHAPTER 10

After 15 days, the narrator realized the Martians were gone. He walked to London, seeing only dead people. The land was silent. In London, he discovered many Martians—all dead. He realized that every Martian had been killed by earthly germs.

CHAPTER 11

For three days, the narrator wandered around London, weeping and raving. Kind strangers took him in. Gently, they told him that Leatherhead had been destroyed. Yet when he returned home, he made a joyful discovery. His wife was alive!

EPILOGUE

The narrator thought that constant watch must be kept on Mars. Another attack was possible. The horror of the invasion was fresh in his mind. Though life all around him had returned to normal, he still felt strange and unsettled.

ANSWER KEY

1 WORDS AND MEANINGS: CHAPTER 1

- A. ACROSS:** 2. vain 7. inhabitant
DOWN: 1. vegetation 3. inferior
4. faint 5. swarm 6. pace
- B.** 1. faint 2. hurtling 3. swarming
4. gulf 5. vain 6. vegetation
7. inhabitants 8. pace 9. inferior

2 COMPREHENSION CHECK: CHAPTER 1

1. b 2. a 3. a 4. a 5. a 6. a
7. a 8. a and b 9. a 10. a 11. a

3 WORDS AND MEANINGS: CHAPTER 2

- [illegible]

- B.** 1. rose 2. astounded 3. bulk
4. peddler 5. meteorite 6. recall
7. cylinder 8. dread 9. wriggled

4 DESCRIPTIVE WORDS: CHAPTER 2

1. bright 2. little 3. oily, brown
4. enormous 5. thin, blue
6. dead 7. upper 8. wet 9. round
10. warm

5 WORDS AND MEANINGS: CHAPTER 3

- A. Across:** 3. glare 7. recognition
9. trample
Down: 1. overlook 2. speck 4. ruin
5. flicker 6. disk 8. fade
- B.** 1. flicker 2. disk 3. glare
4. recognition 5. overlooked 6. faded
7. trampled 8. ruin

6 CAUSE AND EFFECT: CHAPTER 3

- A.** 1. c 2. f 3. a 4. b 5. d 6. e
B. 1. F 2. F 3. T 4. T 5. T

7 SYNONYMS AND ANTONYMS: CHAPTER 4

- A.** 1. nonstop 2. within 3. weary
4. poking 5. labors 6. mingled
- B.** 1. unusual 2. departure 3. ordinary
4. shout

8 PERSONALIZING THE STORY: CHAPTER 4

Answers will vary.

9 WORDS AND MEANINGS: CHAPTER 5

- A.**
- | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | K | O | O | T | S | I | M |
| | | | | S | | | | | | E |
| | | | | G | | | C | | | M |
| H | | | | N | | | R | | E | A |
| C | F | L | E | X | I | B | L | E | | T |
| U | | | | D | | | S | | A | U |
| O | | | E | I | O | | T | | | L |
| R | | G | | R | | P | | | B | L |
| C | | G | | T | | | I | | O | I |
| | A | | | S | | | | | R | L |
| J | S | H | A | T | T | E | R | E | D | T |
- B.** 1. mistook 2. tripod 3. metallic
4. striding
- C.** 1. inaccurate 2. jagged 3. crest
4. flexible

10 INFERENCE: CHAPTER 5

1. c 2. b 3. a 4. c 5. b 6. c
7. b 8. b 9. a

11 WORDS AND MEANINGS: CHAPTER 6

- A. Across:** 1. mass 3. towers 6. ghostly
Down: 1. muffle 2. staggers
4. bank 5. slain
- B. 1. muffled 2. slain 3. towered
4. ghostly 5. mass 6. bank
7. staggered**

12 VERBS: CHAPTER 6

- A.** 1. ducked 2. fired 3. shook
4. paddled 5. wore 6. follow
- B.** 1. strode 2. rushed 3. crashed
4. shot 5. flung 6. whirled

13 WORDS AND MEANINGS: CHAPTER 7

- A.** 1. d 2. c 3. e 4. g 5. f 6. b 7. a 8. h
B. Answers will vary.

14 SEQUENCE OF EVENTS: CHAPTER 7

1. 4/robbers 2. 10/fired 3. 6/invading
4. 8/wade 5. 1/London 6. 3/policeman
7. 12/sky 8. 2/people 9. 11/Martian
10. 5/ride 11. 9/rescue 12. 7/steamboat

15 WORDS AND MEANINGS: CHAPTER 8

- A.**
- | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | V | E | S | S | E | L | | O | D |
| | | | | | Y | F | | B | I |
| | | | L | K | | L | | S | S |
| R | | | L | | | E | A | E | S |
| E | | U | A | | | S | | R | E |
| P | B | | C | | T | H | | V | C |
| M | | K | E | E | | Y | | E | T |
| I | M | N | R | U | O | M | | | |
| H | U | | | | | | | | |
| W | S | | | | | | | | |
| | | C | O | L | L | A | P | S | E |

- B. 1. mourn 2. observe 3. whimper
4. recall 5. dissect 6. vessel
7. bulky 8. lurk 9. fleshy 10. sum
11. collapse 12. disaster

16 RECALLING DETAILS: CHAPTER 8

Answers will vary, but should approximate:

1. He saw them gathering people in a metal carrier.
2. In the ruined house, he was able to watch them without being seen.
3. Both kill and eat living creatures.
4. A Martian cylinder struck the house, and they were buried under the ruins. Also, the Martians stayed close by.
5. Young Martians developed from a single parent.
6. Their bodies were almost useless without the machines they "wore."
7. They seemed to share their thoughts without sound.

17 WORDS AND MEANINGS: CHAPTER 9

- A. 1. humanity 2. squinting 3. butt
4. mound
- B. 1. c 2. d 3. a 4. b
- C. **Across:** 1. crept 2. strides 5. stout
6. bulk 7. dim
Down: 1. constant 2. shriek
3. resolved 4. stumbled

18 WHAT AND WHERE: CHAPTER 9

1. Terrified, I hid beneath a heap of firewood and coal.
2. The Martian's tentacle grabbed the curate and dragged him across the kitchen floor.
3. The narrator was trapped inside the house for 11 days.
4. Watching the Martians eat had robbed the curate of his reason.
5. The impact of the falling cylinder had made the house collapse.
6. While the Martians worked in the pit, we were trapped in the dark house.
7. A Martian took a stout man from a little cage on its back.
8. The curate threatened me to let him have more of the food.

19 WORDS AND MEANINGS: CHAPTER 10

A.

A	B	R	U	P	T	L	Y
		R	N				
S	T	A	R	K	A	A	
	N		C		P		T
	O	D	E		M	N	
S	I	E	S		A	E	
D	G	D	P	A	R	C	H
E	E	A					R
R	R	F					P
H	C	L	O	G	G	E	D
S		T	S	E	L	B	M
							U
							H
							A

- B. 1. region 2. clogged 3. scrap
4. parched 5. humblest 6. abruptly
7. faded 8. shreds 9. traces
10. stark

20 FIGURATIVE LANGUAGE: CHAPTER 10

1. a 2. a 3. a 4. b 5. a 6. a 7. a

21 WORDS AND MEANINGS: CHAPTER 11

- A. 1. gaping 2. flapped 3. grim
4. overthrow 5. raving 6. soul
7. swayed 8. fluttered
- B. **Across:** 1. soul 3. raving 5. grim 6. sway
Down: 2. overthrow 4. gaping

22 DESCRIPTIVE WORDS: CHAPTER 11

1. deep 2. white, tearful 3. garden
4. free 5. generous 6. red 7. bright
8. heartbroken 9. great 10. joyful
11. butcher's, pickled

23 WORDS AND MEANINGS: EPILOGUE

A.

U	N	S	U	R	E	E	R	E	H	P	S	I
N	T	E	M	P	O	R	A	R	Y	N		
S	M	U	G		E		Y	S				
E	P	G		T	P							
T		R		N	I							
T	E	E	I	R		L						
L	M		A	D	E	R	E	T	T	A	T	
E		T	D	I		E						
D	R			C		V						
	E		A	D	V	A	N	T	A	G	E	
C										R		

- B. 1. reveal 2. unsettled 3. smug
4. tattered 5. inspired 6. temporary
7. sphere 8. predict 9. emerge

24 COMPREHENSION CHECK: EPILOGUE

(Incorrect word is listed first, then the correct one.)

1. suspected/constant
2. complete/darkening
3. observed/dreadful
4. dreadful/widespread
5. constant/unexpected
6. widespread/haunting
7. unexpected/suspected
8. darkening/stroll
9. haunting/observed
10. stroll/complete

25 BOOK SEQUENCE

1. 5/scalded 2. 10/leaves
3. 3/heat-ray 4. 14/alive
5. 9/dragged 6. 2/cylinder
7. 11/dead 8. 1/flashs 9. 8/food
10. 13/rotting 11. 7/trapped
12. 4/cart 13. 6/women
14. 12/weeping

26 FINAL EXAM: Part 1

1. c 2. b 3. a 4. a 5. c 6. d

FINAL EXAM: Part 2

1. He left his wife in Leatherhead and had to return a cart to Maybury.
2. The curate was making so much noise, the narrator was afraid the Martians would hear him.
3. Their planet was cooling. They needed a warmer home in order to survive.
4. They were killed by earthly germs.
5. The Martians used machines to get around.
6. He was so disturbed by the Martian attack that he had lost his mind.
7. They had a great flying machine, ready to use against humans.

27-33 Answers will vary.



LITERARY GLOSSARY

action what happens in a story; the acts or events that take place

The war story was full of battle action.

author the writer of a book, story, article, etc.

Ernest Hemingway was an American author.

author's purpose the author's specific goal or reason for writing a certain book

In that novel, the author's purpose was to make readers laugh.

character a fictional person who plays a part in a story or novel

Long John Silver is an important character in *Treasure Island*.

classic excellent artwork, novel, painting, symphony, etc. that remains popular over many years

Norman Mailer's *The Naked and the Dead* has become an American classic.

climax the outcome of the novel's main conflict

The capture of the criminal was the climax of the detective story.

conflict the struggle between characters or forces at the center of the story

The conflict was resolved when the suspect confessed.

description the parts of a story or novel that tell about the appearance of the setting or characters

His description of the Alps was breathtaking.

dialogue words spoken by the characters in a novel, story, or play

The dialogue in that comedy is very witty and amusing.

effect in literature, an impression created by the writer

Murder mysteries often create a suspenseful, chilling effect.

event a specific occurrence; something that happens

A plane crash is the first event in that adventure novel.

fiction a literary work in which the plot and characters are the products of the author's imagination

Mary Shelley's *Frankenstein* is a popular work of fiction.

imagery figures of speech that help the reader to visualize the characters or setting; pictures in words

In Stephen Crane's imagery, the color of blood suggests courage.

introduction a short reading that presents and explains a novel; sometimes the first part of a novel that sets the scene

The introduction to *Frankenstein* is in the form of a letter.

mood the overall feeling or atmosphere the author creates in a story or novel

The author's skillful use of language created a dismal, hopeless mood.

moral the instructive point of a story or novel; the lesson to be drawn by the reader

The moral of the story is to choose your friends carefully.

motive the driving force, either internal or external, that makes a character do something

What was the character's motive for lying?

narrator, narration the character who tells the story in his or her own words; the telling of a story's events

Jim Hawkins is both the narrator of and a character in *Treasure Island*.

novel a long form of fictional literature with a complex plot

***The Adventures of Huckleberry Finn* is one of the greatest American novels.**

pace the speed at which a story or novel develops and moves along

The pace of the rescue scene was very fast and exciting.

passage a section of a written work; may include just one line or several paragraphs

My favorite passage described the character's childhood.

plot the chain of events in a story that leads to its outcome

The war novel's plot is packed with action.

point of view the mental position from which a character sees the events of the story unfold

The character's great wealth influenced his point of view about the poor.

quotation a passage quoted; the exact words spoken by a character; the words set off between quotation marks

"It was a season of hope. It was a season of despair," is a famous quotation from *A Tale of Two Cities*.

realism the author's emphasis on showing life as it really is, not romanticized or idealized

Stephen Crane used great realism in describing the sights and sounds of battle.

sequence the order in which story events take place

To solve the crime, the detective must determine the exact sequence of events.

setting where and when a story happens; the location and time

The setting of *A Christmas Carol* is London in the mid-1800s.

style the special way a writer uses language to express both literary form and his or her own life experience

Ernest Hemingway's style is famous for his use of short sentences and easy-to-understand words.

symbol a person or thing that stands for, or represents, something else

In Hawthorne's famous novel, the scarlet letter is a symbol for adultery.

theme the central meaning of a story, play, or novel; the main idea, the point

Ambition and revenge are common themes in Shakespeare's plays.

tone the feeling given by the author's voice; the attitude expressed by the author's use of language

Is the tone of her dialogue humorous or formal?

voice the author's unique way of telling a story; a combination of personality and use of literary tools; the quality that sets one writer apart from other writers

Mark Twain's colorful voice is not hard to recognize.



NAME _____

DATE _____

A. Use the clues to complete the crossword puzzle.

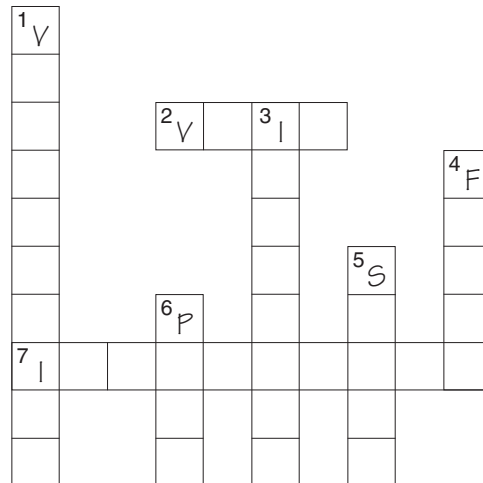
Answers are words from Chapter 1.

ACROSS

2. too proud or conceited
7. a person or animal living in a certain place

DOWN

1. plant life
3. low in quality or value
4. not clear or strong; weak
5. to move in a large group
6. the rate of speed at which someone or something is moving



B. Circle a word to correctly complete each sentence.

1. Ogilvy showed me three (brilliant / faint) points of light.
2. The points of light were (falling / hurtling) through space.
3. We were being studied, just as we study creatures (swarming / touring) in a drop of water.
4. Across the (gulf / gap) of space, other minds were at work.
5. How could we on Earth be so (vain / concerned) and self-important?
6. Our own planet was green with (legislation / vegetation).
7. The cold had become a problem for the (inhabitants / nourishment).
8. They were moving at a (race / pace) of many miles a second.
9. The Martians must see us as (superior / inferior) animals.



1. The planet Mars was

- a. becoming too hot.
- b. slowly cooling.

2. The Martians saw people on Earth as

- a. animals. b. microscopic.

3. For years, the Martians had been

- a. preparing to take over our planet. b. destroying other planets.

4. For 10 nights, people on Earth

- a. saw red flashes from Mars. b. heard signals from Mars.

5. People on Earth didn't know

- a. there was intelligent life on Mars.

6. The Martians wanted

- a. to occupy a new planet. b. to use humans as slaves.

7. The Martian population was

- a. growing older. b. growing too large.

8. Planet Earth was being

- studied by the Martians.
- singled out as a place to attack.

9. It turned out that Martians were

- a. more intelligent than humans. b. afraid of the dark.

10. People on Earth had no idea that

- the Martians might be a threat.
- the Martian attack had been canceled.

11. The narrator of the story was

- a. a writer. b. an astronomer.



NAME _____

DATE _____

- A.** Circle the hidden words. They may go up, down, across, backward, or diagonally. Check off each word as you find it.

___ METEORITE	___ ROSE
___ CYLINDER	___ BULK
___ ASTOUNDED	___ RECALL
___ WRIGGLED	___ MASS
___ PEDDLER	___ DREAD
___ MOUND	___ NOTED

W	A	X	D	F	T	N	K	L	O	P	K	A
S	F	L	R	E	L	D	D	E	P	Z	L	D
P	O	U	Y	I	K	L	T	B	V	C	U	E
Q	R	G	C	Y	L	I	N	D	E	R	B	D
L	L	A	C	E	R	A	N	D	E	T	O	N
E	D	N	U	O	M	O	B	C	V	D	E	U
S	W	R	E	K	C	V	S	Z	A	S	T	O
S	L	T	I	L	M	D	A	E	R	D	Y	T
A	E	S	X	D	E	L	G	G	I	R	W	S
M	T	H	J	L	D	K	F	C	N	D	E	A

- B.** Use words from the puzzle to complete the sentences.

1. The next morning, Ogilvy _____ with the idea of finding the shooting star.
2. Ogilvy's _____ friend telegraphed the news to London.
3. A grayish _____, about the size of a bear, was rising out of the cylinder.
4. A _____ was selling green apples and ginger beer.
5. Many thought that another _____ had crashed to Earth.
6. Ogilvy couldn't _____ hearing any birds that morning.
7. Something within the _____ was unscrewing the top!
8. I was nearly overcome with disgust and _____.
9. The tentacle _____ in the air toward me.

**DESCRIPTIVE WORDS**

NAME _____

DATE _____

Complete each sentence with the adjective or adjectives used in the story.
Hint: You will *not* use all the adjectives in the box.

oily	upper	wet	dead	humming
round	bright	blue	brown	enormous
warm	young	little	thin	confounded

1. I saw two _____ disks, like eyes.
2. I saw a _____ crowd standing around the huge hole.
3. The Martian's _____ skin was unspeakably nasty.
4. The _____ hole was not far from the sand pits.
5. A _____, _____ stream of smoke rose against the dawn.
6. Everyone wanted to see the “_____ men from Mars.”
7. The pointed _____ lip of the alien's mouth was as strange as its tentacles.
8. The alien's surface glistened like _____ leather.
9. Pieces were falling off the _____ edge of the cylinder!
10. The morning sun was already _____.



NAME _____

DATE _____

A. Use the clues to complete the crossword puzzle.

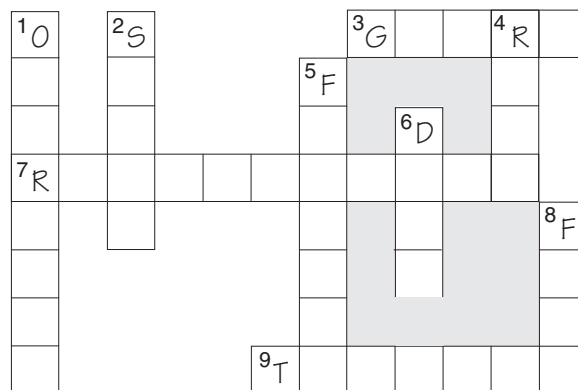
Answers are words from Chapter 3.

ACROSS

3. a strong, unpleasant light
7. seeing something one has seen or known before
9. to step on something heavily or crushingly

DOWN

- | | |
|--|---|
| 1. to fail to notice or think of something | 5. burn or shine in a quick, unsteady way |
| 2. a very small bit | 6. a thin, round, flat object |
| 4. destruction | 8. to lose brightness or color |



B. Circle a word to correctly complete each sentence.

1. A beam of light seemed to (burst / flicker) from the shape in the pit.
2. A round, spinning (top / disk) was at the end of the rod.
3. A bright (glare / stare) leaped from one man to another.
4. Nearly 40 people lay dead, charred beyond (recognition / recognize).
5. The newspaper reports (overlooked / overcast) some facts.
6. The sunset had (rushed / faded) to twilight.
7. Two women and a boy were (trampled / tortured) by the crowd.
8. The men fell by the light of their own (ruin / rescue).



NAME _____

DATE _____

A. Write a letter to match each *cause* on the left with its *effect* on the right.

- | | |
|---|--|
| 1. _____ The crowd decides the Martians are intelligent beings. | a. More and more people start to panic and run. |
| 2. _____ Flashes of flame shoot up from the pit. | b. The wife's face turns deadly white. |
| 3. _____ News of the massacre spreads. | c. Some men approach the Martians with a white flag. |
| 4. _____ The narrator tells his wife the strange story. | d. The Martians can hardly move on their own. |
| 5. _____ Earth's gravity is stronger than the gravity of Mars. | e. He begins to feel brave and secure. |
| 6. _____ The narrator overlooks facts about the Martians. | f. Some 40 people burn to death. |

B. Mark **T** for *true* or **F** for *false* next to the sentences below.

1. _____ Ogilvy was too frightened to go down into the pit.
2. _____ The heat ray came from the Martians' tentacles.
3. _____ The narrator thought the Martians would be easy to defeat.
4. _____ Earth's atmosphere contains more oxygen than Mars' does.
5. _____ The narrator thought the Martians were afraid of people.



NAME _____

DATE _____

- A.** Find a *synonym* (word that means about the same) in the box for each **boldface** word from Chapter 4. Write the synonym on the line. Hint: You will *not* use all the words in the box.

within	routine	peered	labors	heath	babbling
weary	mingled	nonstop	poking	whirl	searchlight

1. The Martians' work on their machines was **constant** _____.
2. Even **inside** _____ the five-mile circle, most people's emotions were not affected.
3. The **tired** _____ railway passengers were rattling toward London.
4. The cylinder was **sticking** _____ into the skin of our old planet.
5. Workers were gardening after a day's **work** _____ in the factories.
6. The rumble of train engines **mixed** _____ with the boy's shouts.

- B.** Notice the **boldface** word from Chapter 4 in each sentence. Then circle that word's *antonym* (word that means the opposite) in the word group below.

1. In spite of the Martians, **commonplace** activities continued.
ordinary peaceful unusual countless
2. People's habits were not changed by the Martians' **arrival**.
departure attack cylinder coming
3. If people saw a **rare** spark dance up, they thought it was no more serious than a heath fire.
strange ordinary odd burning
4. I heard a **murmur** in the village streets now and then.
shout whisper threat murder



NAME _____

DATE _____

Compare your own thoughts and experiences to those of the characters. Answer the questions in complete sentences.

1. In spite of the Martians' arrival, people went about their daily routines.
Imagine the day after a disaster such as a fire or flood. Would you try to go about your daily routines? Why or why not?

2. A couple of people, looking for adventure, crawled quite close to the Martians.
Have you ever been tempted to do something that might be dangerous? Describe the situation.

3. The cylinder was sticking into the ground like a poison dart. But the poison was scarcely working yet.
Think of a dangerous situation that develops slowly. Why might you *not* notice it at first?

4. People were still trying to communicate with the Martians.
If aliens landed on Earth, how would you try to communicate with them?

5. The battle with the Martians began.
Suppose aliens were killing people on Earth. What do you think should be done about it?



NAME _____

DATE _____

- A.** Circle the hidden words. They may go up, down, across, backward, or diagonally. Check off each word as you find it.

___ SUSPENSE	___ BOLT
___ INACCURATE	___ JAGGED
___ STRIDING	___ CREST
___ SHATTERED	___ MISTOOK
___ FLEXIBLE	___ TRIPOD
___ METALLIC	___ CROUCH

S	D	C	X	Q	B	K	O	O	T	S	I	M
A	Z	E	R	F	S	U	S	P	E	N	S	E
G	B	N	O	P	G	L	K	C	J	H	M	T
H	I	T	Y	H	N	G	S	R	L	P	E	A
C	F	L	E	X	I	B	L	E	A	W	T	R
U	Q	A	S	E	D	T	Y	S	N	B	A	U
O	M	P	X	E	I	O	C	T	S	D	L	C
R	F	J	G	A	R	S	P	E	U	B	L	C
C	L	G	H	J	T	E	R	I	T	O	I	A
Y	A	D	E	W	S	L	O	M	R	L	C	N
J	S	H	A	T	T	E	R	E	D	T	O	I

- B.** Unscramble the words to complete the sentences.

- At first, I **IKOSMTO** _____ the huge object for the wet roof of a house.
- The machine was shaped like a monstrous **OTIRDP** _____, taller than many trees.
- The machine moved with a ringing, **LMTCLAIE** _____ sound.
- The machine came **IIGSDNTR** _____ over the pine trees, shoving them aside.

- C.** Write a word from the hidden words puzzle under the definition that matches.

- | | |
|--|---|
| 1. not correct; wrong
_____ | 3. the highest part of something
_____ |
| 2. having sharp points that stick out
_____ | 4. able to bend without breaking
_____ |



NAME _____

DATE _____

Circle a letter to show the *implied*, but not literally stated, meaning of each sentence from the story.

1. **Curiosity overcame me. I crept to the pit.**
 - a. I was so overcome, I could only crawl.
 - b. My curiosity made me very fearful.
 - c. I was so curious, I went to the pit in spite of my fear.
2. **Close on the heels of that sound came a crash.**
 - a. A crash came just before that first sound.
 - b. Right after that first sound came a crash.
 - c. A crash could be heard close by.
3. **Oh, would that I had stayed in Leatherhead!**
 - a. I wish so much that I'd stayed in Leatherhead!
 - b. I didn't want to stay in Leatherhead.
 - c. I'd have stayed in Leatherhead if I could.
4. **Something like war fever had gotten into my blood.**
 - a. My blood had become infected.
 - b. I suddenly became terribly ill.
 - c. I was excited about the coming fight.
5. **There was nothing stirring but a lark.**
 - a. A bird was enjoying itself.
 - b. Nothing was moving except a bird.
 - c. A bird was stirring its food.
6. **I ran to find a means of travel.**
 - a. I ran to find a lowly way to travel.
 - b. I could not find any way to travel.
 - c. I ran to find some way of traveling.
7. **The road was dotted with people.**
 - a. The people on the road were acting crazy.
 - b. The road wasn't packed with people, although there were some travelers.
 - c. There were hardly any people on the road.
8. **Did the Martians rule and direct the machine's course?**
 - a. Did the Martians lose control of their machines?
 - b. Did the Martians make their machines do what they wanted?
 - c. Were the machines in charge of the Martians?
9. **Again, I defeated the invaders in my imagination!**
 - a. Just as I had before, I imagined winning against the invaders.
 - b. I imagined the invaders would defeat us.
 - c. I imagined the invaders would do battle with us once more.



NAME _____

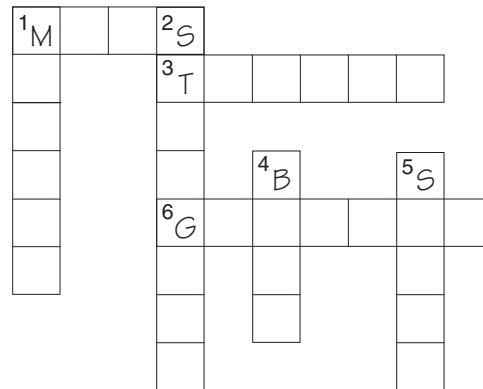
DATE _____

A. Use the clues to complete the crossword puzzle.

Answers are words from Chapter 6.

ACROSS

1. A body of matter with no particular shape is a ____.
3. If a building ____ over you, it reaches into the air.
6. Something that is terrible or horrible can be described as ____.



DOWN

- | | |
|--|---|
| 1. If you do something to soften a sound, you ____ it. | 4. The rising ground alongside a river or lake is a ____. |
| 2. A person ____ if he walks in an unsteady, swaying manner. | 5. A person killed in a violent way is ____. |

B. Circle a word to correctly complete each sentence.

1. The narrator heard the (muffled / muddled) sound of a gun.
2. It was clear that the living creature inside the armor had been (sane / slain).
3. As the Martian (towered / threatened) over me, I dove underwater.
4. Just the sight of these strange, swift, and terrible creatures was (ghastly / deafening).
5. With the living creature slain, the *thing* was now just a (mess / mass) of metal.
6. Six guns were hidden on the other (bank / mass) of the river.
7. Scalded and half-blinded, I (staggered / whirled) toward shore.



NAME _____

DATE _____

A. *Verbs* are action words. Underline the verb in each of the sentences below.

1. I ducked underwater again.
2. The guns on the riverbank fired.
3. An explosion shook the air.
4. I paddled as best I could with my burned hands.
5. The curate wore a soot-covered shirt.
6. "We'd better follow this path."

B. *Vivid verbs* are so exact and descriptive they make writing more interesting. Replace the **boldface** words with the more vivid verbs from the box.

rushed	crashed	strode	flung	shot	whirled
---------------	----------------	---------------	--------------	-------------	----------------

1. They **walked** _____ across the meadows with a rolling motion.
2. I **ran** _____ right to the beach.
3. It **fell** _____ into the tower of the Shepperton Church.
4. A spout of water, steam, and metal **lifted** _____ up into the sky.
5. I quickly **threw** _____ myself under the water.
6. The Martian's hood **broke** _____ off in fragments.



NAME _____

DATE _____

A. Write a letter to match each **boldface** word below with its definition.

- | | |
|-------------------------|--|
| 1. _____ massing | a. clear and sharp |
| 2. _____ haste | b. short in time |
| 3. _____ vast | c. hurry |
| 4. _____ beam | d. gathering |
| 5. _____ grave | e. very large |
| 6. _____ brief | f. very serious |
| 7. _____ vivid | g. a narrow ray of light |
| 8. _____ vapor | h. a gas formed from a solid or liquid substance |

B. Write original sentences using four of the **boldface** words from Part A.

1. _____

2. _____

3. _____

4. _____



NAME _____

DATE _____

First, complete the sentences with words from the box. Then, number the events to show which happened first, second, and so on. Hint: You will *not* use all the words.

sky	people	Martian	robbers	policeman
ride	choked	rescue	coastline	stampede
fired	wade	London	invading	steamboat

- _____ 1. My brother saw two women being attacked by _____.
- _____ 2. When the *Thunder Child*'s guns _____, one Martian fell.
- _____ 3. The _____ Martians now held all of London!
- _____ 4. He watched the horrible giant _____ into the water.
- _____ 5. When the Martians landed, my brother was in _____.
- _____ 6. "*They're coming!*" a _____ shouted.
- _____ 7. *Something* was soaring high into the _____!
- _____ 8. Hundreds of _____ were flowing into London now.
- _____ 9. The *Thunder Child* plowed into the _____.
- _____ 10. The grateful women offered my brother a _____.
- _____ 11. Soon *Thunder Child* was steaming to the _____!
- _____ 12. My brother managed to buy passage on a _____.



NAME _____

DATE _____

- A.** Circle the hidden words. They may go up, down, across, backward, or diagonally. Check off each word as you find it.

___ DISASTER	___ LURK
___ DISSECT	___ MOURN
___ OBSERVE	___ RECALL
___ COLLAPSE	___ BULKY
___ VESSEL	___ FLESHY
___ WHIMPER	___ SUM

P	V	E	S	S	E	L	S	O	A	D
W	R	T	H	O	Y	F	M	B	I	I
Y	A	X	L	K	C	L	E	S	N	S
R	E	U	L	D	F	E	A	E	G	S
E	H	U	A	J	K	S	L	R	O	E
P	B	Z	C	D	T	H	K	V	P	C
M	A	K	E	E	L	Y	A	E	S	T
I	M	N	R	U	O	M	D	H	E	I
H	U	F	W	U	F	G	R	N	L	O
W	S	Y	C	O	L	L	A	P	S	E

- B.** Write a word from the puzzle under the definition it matches.

1. to feel sorrow or grief

2. to watch or notice

3. to cry with weak, broken sounds

4. to bring back to mind

5. to expose the parts of

6. a tube in the body that carries fluid

7. big and awkward to handle

8. to lie in wait in a hidden place

9. plump; fat

10. the whole amount

11. to break down; fall in

12. an event that causes much suffering



NAME _____

DATE _____

Answer each question in your own words. Write in complete sentences.

1. What made the narrator realize that the Martians had another use for humans besides destroying them?

2. The narrator said no surviving human saw as much of the Martians in action as he did. Why was this possible?

3. What do Martians and humans have in common when it comes to eating habits?

4. Why couldn't the narrator and the curate leave the house?

5. What did the narrator mean when he said "the Martians were without sex"?

6. What did the narrator mean when he said that the Martians had become "mere brains"?

7. How did the Martians seem to communicate?

**WORDS AND MEANINGS**

NAME _____

DATE _____

A. Use a word from the box to complete each sentence.

squinting	mound	humanity	butt
------------------	--------------	-----------------	-------------

1. Thank heaven that a small bit of _____ remained in me!
2. By _____, I could see the Martian inside the hood.
3. I hit him with the _____ of the cleaver's handle.
4. The fighting machine disappeared behind a _____.

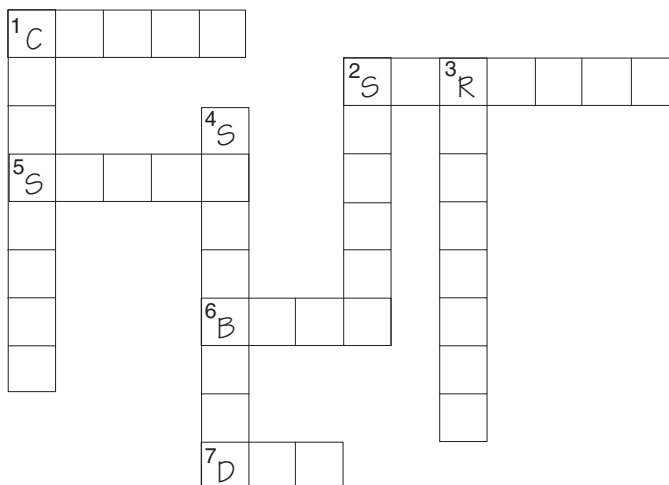
B. Write a letter to match each word from the story with its *antonym* (word that means the opposite) in the box.

a. slender	b. occasional	c. bright	d. whisper
-------------------	----------------------	------------------	-------------------

1. _____ **dim**
2. _____ **shriek**
3. _____ **stout**
4. _____ **constant**

C. Use the clues to complete the crossword puzzle.**ACROSS**

1. The curate _____ up beside me in the dark.
2. In three _____, the curate was at the door.
5. He was a _____, well-dressed, middle-aged fellow.
6. I saw the dark _____ of the spiderlike machine.
7. We struggled to survive in our dark, _____ world.

**DOWN**

1. I began to hate the curate's _____ weeping.
2. I heard a terrible _____.
3. I _____ to wait in the ruined house, expecting no help from the curate.
4. I _____ over the curate.



NAME _____

DATE _____

Help! Someone has mixed up the characters and locations in the following sentences. Rewrite the sentences correctly on the lines.

1. Terrified, the curate hid beneath a heap of firewood and coal.

2. The tentacle grabbed the stout man and dragged him across the coal cellar.

3. The curate was trapped inside the cylinder for 11 days.

4. Watching the humans eat had robbed the Martians of their reason.

5. The impact of the falling house had made the cylinder collapse.

6. While the Martians worked in the house, we were trapped in the dark pit.

7. A Martian took the curate from a little cage on its back.

8. I threatened the curate to make him give me more of the food.



NAME _____

DATE _____

- A.** Circle the hidden words. They may go up, down, across, backward, or diagonally. Check off each word as you find it.

___ APPARENT	___ SCRAP
___ PARCHED	___ FADED
___ RAMPANT	___ TRACES
___ CLOGGED	___ REGION
___ HUMBLEST	___ SHREDS
___ ABRUPTLY	___ STARK

P	A	B	R	U	P	T	L	Y	O	L	K	M
J	H	F	D	E	S	R	N	A	I	N	V	X
S	T	A	R	K	W	A	X	A	E	L	M	B
Z	O	N	D	E	S	C	U	L	P	I	O	T
K	A	O	D	Z	W	E	D	F	C	M	X	N
S	Q	I	E	W	E	S	R	T	Y	U	A	E
D	A	G	D	P	A	R	C	H	E	D	P	R
E	Z	E	A	E	S	D	F	G	J	K	L	A
R	O	R	F	C	V	B	N	D	F	E	X	P
H	C	L	O	G	G	E	D	I	U	P	K	P
S	E	A	S	T	S	E	L	B	M	U	H	A

- B.** Use words from the puzzle to complete the sentences.

- When I'd last seen this _____, it had been a street of comfortable houses and shady trees.
- The river was _____ with red weeds.
- Every _____ of food was gone from the kitchen.
- After days without water, my throat became painfully _____.
- The Martians had been conquered by the _____ things on Earth!
- As I crossed the bridge, the sounds stopped _____.
- I had eaten nothing, so my strength slowly _____.
- Long _____ of something hung from the Martian's hood.
- I saw a cat, but there were no _____ of any humans.
- The dead Martians lay there, _____ and silent.



NAME _____

DATE _____

Figurative language forms a sharp, clear picture in the mind. Notice the **boldface** phrases below. Circle a letter to show the *literal* meaning of each phrase.

1. The silence came **as suddenly as a thunderclap**.
 - a. unexpectedly
 - b. on schedule
2. Great **waves of sobbing notes** came down the road.
 - a. sounds coming in a wavelike pattern
 - b. sad sounds flowing like water
3. My heart **gave a bound**.
 - a. felt hopeful
 - b. started to break
4. **Chased by my hunger**, I moved away and ate from the garden.
 - a. tired of running
 - b. eager for food
5. I felt **like a rabbit coming out of its burrow**.
 - a. like it was safe to come out of hiding
 - b. fearful of being hunted down
6. I could scarcely believe that **the shadow had been rolled back**.
 - a. the threat of the Martians was gone
 - b. the darkness caused by the red weed was gone
7. I knew that **the pulse of life** would grow stronger.
 - a. human activity would gradually return
 - b. people could breathe better



NAME _____

DATE _____

A. Circle a word to correctly complete each sentence.

1. I saw that the French door was (gasping / gaping) open behind me.
2. A British flag (flipped / flapped) cheerfully in the morning breeze.
3. Many people's faces wore expressions of (grim / grin) resolve.
4. Other people had already learned about the Martian (overthrow / overthrown).
5. I wandered the streets, weeping and (raving / resolved).
6. Leatherhead had been destroyed, along with every (soulful / soul) in it!
7. My wife put her hand to her throat and (swayed / swaying).
8. The curtains of my study (fluttering / fluttered) out the open window.

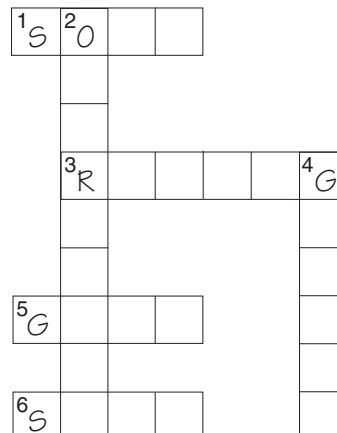
B. Use the clues to complete the crossword puzzle.

ACROSS

1. a person's inner spirit
3. talking in a wild, crazy way
5. very stubborn; refusing to give up
6. to move back and forth

DOWN

2. to defeat
4. hanging open





NAME _____

DATE _____

Complete the sentences with adjectives used in the story. Hint: You will *not* use all the adjectives in the box.

deep	bright	pickled	sunlit	heartbroken
red	free	tearful	garden	butcher's
great	faint	joyful	white	generous

1. "It's no use," a man's _____ voice cried out.
2. My dear wife's face was _____ and _____.
3. I had gone down to the _____ gate to buy a newspaper.
4. _____ trains were returning people to their homes.
5. I was grateful that some _____ people took me in.
6. I saw no trace of the Martians except for some _____ weed.
7. I noticed the strangeness in the people's _____ eyes.
8. When I heard Leatherhead had been destroyed, I was a _____ man.
9. _____ numbers of my fellow humans had been slain!
10. The _____ news of the Martians' defeat had flashed all over the world.
11. The weed looked like something between _____ meat and _____ cabbage.



NAME _____

DATE _____

- A.** Circle the hidden words. They may go up, down, across, backward, or diagonally. Check off each word as you find it.

___ UNSETTLED	___ EMERGE
___ ADVANTAGE	___ SMUG
___ TATTERED	___ REVEAL
___ INSPIRED	___ UNSURE
___ TEMPORARY	___ PREDICT
___ CERTAINTY	___ SPHERE

U	N	S	U	R	E	E	R	E	H	P	S	I
N	T	E	M	P	O	R	A	R	Y	O	N	P
S	M	U	G	X	E	C	V	Y	B	S	Q	A
E	S	P	D	G	F	G	T	J	P	H	K	E
T	C	V	R	M	K	N	E	I	O	J	B	W
T	B	E	N	E	I	C	R	G	H	E	L	A
L	M	S	L	A	D	E	R	E	T	T	A	T
E	B	C	T	O	D	I	X	R	I	W	E	Q
D	A	R	S	L	J	H	C	K	B	M	V	N
Z	E	F	A	D	V	A	N	T	A	G	E	A
C	C	Y	U	P	O	E	R	S	F	C	R	R

- B.** Use words from the puzzle to complete the sentences.

1. Studies of the black powder will _____ an unknown element.
2. At the end of my story, many questions are still _____.
3. The Martian invasion has kept us from being too _____ about our future.
4. In my mind, I still see bodies, _____ and dog-bitten.
5. The invasion has _____ us to build more brotherhood among human beings.
6. It may be that the overthrow of the Martians is only _____.
7. We believed that no life existed beyond our little _____.
8. We cannot _____ what may come to us from outer space.
9. A cylinder might be destroyed before the Martians will _____.



NAME _____

DATE _____

The **boldface** word in each sentence is *not* correct. Rewrite each sentence correctly on the lines. Hint: You will find the correct word used *incorrectly* in one of the other sentences.

1. We should keep a **suspected** watch upon the planet.

2. In my mind, I still see black powder **complete** the silent streets.

3. The **observed** invasion from Mars may turn out to have a good side!

4. Before, there was **dreadful** certainty that no life existed beyond our planet.

5. We cannot predict the **constant** good or evil that may come from space.

6. It seems that all these people are ghosts, **widespread** streets I have seen silent.

7. Just as I **unexpected**, only common germs were found.

8. It is odd to watch sightseers **darkening** about the Martian machine.

9. A strange, bright mark has been **haunting** on the dark half of Venus.

10. A grand and almost **stroll** Martian body is on display.



NAME _____

DATE _____

First complete the sentences with words from the box. Then number the events to show which happened first, second, and so on. Hint: You will *not* use all the words.

scalded	cart	flashes	invaders
women	food	trapped	cylinder
weeping	dead	leaves	tentacles
rotting	alive	dragged	heat-ray

_____ 1. The narrator is _____ by the hot water in the river.

_____ 2. The narrator _____ the ruined house after 15 days.

_____ 3. The Martians kill Ogilvy and others with a _____.

_____ 4. The narrator discovers his wife is _____.

_____ 5. The unconscious curate is _____ away by a Martian.

_____ 6. Ogilvy is excited when he finds the first _____.

_____ 7. The narrator discovers dozens of _____ Martians.

_____ 8. People see _____ of red coming from Mars.

_____ 9. The curate and the narrator fight over _____.

_____ 10. The narrator returns home to find _____ food on the table.

_____ 11. The curate and the narrator are _____ in a ruined house.

_____ 12. The narrator and his wife leave home in a _____.

_____ 13. The narrator's brother and two _____ escape London.

_____ 14. The narrator wanders around London, _____ and raving.



NAME _____

DATE _____

Circle a letter to correctly answer each question or correctly complete each statement.

1. What were the Martians' metal baskets used for?
 - a. carrying wounded Martians
 - b. storage for machines
 - c. collecting humans for food
 - d. Their use was unknown.
2. Why were there red plants everywhere?
 - a. They were colored with blood from battles.
 - b. They grew from seeds brought by Martians.
 - c. The Martians made Earth's plants diseased.
 - d. They were colored by the heat-rays.
3. Why did the narrator think his wife was dead?
 - a. He heard Leatherhead was destroyed.
 - b. His brother told him she'd been killed.
 - c. He didn't receive a telegram from her.
 - d. She had been mistaken for someone else.
4. Why did the narrator think Martians had landed on Venus?
 - a. A bright mark was spotted on Venus.
 - b. Astronomers saw cylinders landing on Venus.
 - c. There were signals for help from Venus.
 - d. Venus had turned red overnight.
5. What did the Martians eat?
 - a. red plants
 - b. brains
 - c. blood
 - d. They did not seem to eat at all.
6. How did people treat the Martians when they first landed?
 - a. They tried to shoot them.
 - b. They tried to trap them.
 - c. They ran from them.
 - d. They approached them with a white flag.



NAME _____

DATE _____

Answer each question in your own words. Write in complete sentences.

1. How did the narrator become separated from his wife?

2. Why did the narrator hit the curate with a cleaver?

3. Why did the Martians decide to invade Earth?

4. Why did the Martians die?

5. On Earth the pull of gravity is much stronger than on Mars. How did the Martians get around in Earth's atmosphere?

6. Why did the curate risk his life just to fight with the narrator?

7. Why did the narrator say that the death of the Martians had come "not a day too soon"?



(TITLE OF NOVEL) _____

NAME _____

DATE _____

Choose one “extra credit” project from each column. Complete the short-term project on the back of this sheet. To complete the second project, follow your teacher’s instructions.

SHORT-TERM PROJECTS

1. Write brief captions for any four illustrations in the book.
2. Draw a picture of your favorite character. Be sure the clothing and hairstyles are appropriate to the times.
3. Write a diary entry for one of the main characters. Describe, from that character’s point of view, an important event from the novel.
4. Write a short paragraph explaining why you think the author chose to write about the particular time and place of the novel’s setting.
5. Draw a simple map, showing various locations mentioned in the novel.
6. Choose any page from the novel. Rewrite all the dialogue.
7. Playing the role of a newspaper reporter, write a brief article describing one of the events that occurs in the novel.

LONG-TERM PROJECTS

1. Use a reference book to find a song that was popular at the time this story takes place. Read or sing it to the class.
2. Write a description of the daily life of ordinary people at the time this story was written. Use library resources to find information.
3. Make a diorama depicting one of the important scenes in the story.
4. Ask a librarian to help you find a recipe for a dish that was popular at the time depicted in the story. Make it for the class.
5. Make a chart showing “then and now” comparisons between the story’s location and people at the time the novel is set and as it is today.
6. Use a cassette recorder to make an audiotape of any two chapters of the novel.

**PLOT STUDY:**

(TITLE OF NOVEL) _____

NAME _____

DATE _____

Five elements make up a plot: *characters, setting, conflict, climax, and conclusion*. Review the Glossary definition of each element. Then answer the questions about the novel you just read.

1. What is the **setting** (time and place) of the novel?

2. What **conflict** or **conflicts** do the main characters face?

3. Explain the **climax** of these conflicts (how they are resolved).

4. Is the outcome of the **plot** surprising? Why or why not?

5. Does the novel focus mostly on **character, plot, or setting**? Explain your answer.

6. What might have been a *different* way for the conflicts to be resolved? Think of some events that would have changed the outcome of the plot. Write your new ending here.

**THEME ANALYSIS:**

(TITLE OF NOVEL) _____

NAME _____

DATE _____

Review the Glossary definition of *theme*. Then study the literary themes listed in the box.

bravery	loyalty	revenge	revolution	nature	hope
guilt	love	friendship	repentance	courage	war
madness	science	injustice	greed	regret	youth

Authors often want to deliver a message about their themes. This message, usually a deeply held belief, is expressed in the story.

Think about the novel you just read. What theme or themes can you recognize? What was the main idea? What point was the author trying to make about that theme? What message was delivered?

Choose two or three themes from the box, or write your own. Then write a sentence explaining the author's belief about that theme. (This kind of sentence is called a *thematic statement*.)

EXAMPLE: *Romeo and Juliet*, by William Shakespeare

Theme: hatred

Thematic statement: Hatred between families can have tragic consequences for innocent individuals.

Theme 1: _____

Thematic statement: _____

Theme 2: _____

Thematic statement: _____

Theme 3: _____

Thematic statement: _____

**CHARACTER STUDY:** _____

(TITLE OF NOVEL) _____

NAME _____

DATE _____

Review the Glossary definition of *character*. Then name two important characters from the novel you just read. Write a brief description of each.

1. **CHARACTER:** _____

DESCRIPTION: _____

2. **CHARACTER:** _____

DESCRIPTION: _____

3. Which character did you find most interesting? _____

Explain why. _____

4. Describe the main conflict this character faces.

5. How is this conflict finally resolved?

6. Does the plot outcome make the character happy? _____

Explain how. _____

7. Write three lines of dialogue or description from the novel that helped you understand this character.

8. On the back of this sheet, write a sentence telling how you and the character are **alike**. Then write another sentence telling how the two of you are **different**.

**VOCABULARY STUDY:** _____

(TITLE OF NOVEL) _____

NAME _____

DATE _____

Look back through the novel you just read. Find 10 words that were new to you. First, list the words on the lines below. Then check a dictionary if you're not sure what each word means. Finally, use each word in a sentence of your own.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

-
1. _____

 2. _____

 3. _____

 4. _____

 5. _____

 6. _____

 7. _____

 8. _____

 9. _____

 10. _____

**GLOSSARY STUDY:**

(TITLE OF NOVEL) _____

NAME _____

DATE _____

1. Review the Glossary definition of **conflict**. Then describe one example of a conflict in this novel.

2. Review the Glossary definition of **imagery**. Then give two examples of the author's artful use of figurative language.

3. Select your favorite short **passage** from the novel. Write it on the lines.

4. Describe the **setting** of the novel. When and where does the story take place?

5. Review the Glossary definition of **motive**. Explain the motive, or driving force, behind the main character's actions.

6. Review the Glossary definition of **quotation**. Select a memorable quotation from the novel and write it on the lines.

7. Think about a major event in the story. What was the main character's **point of view** about that event? Explain how the author revealed that character's point of view.



BOOK TITLE

BOOK REVIEW, PART 1: _____

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(TITLE OF NOVEL)

NAME _____

DATE _____

Imagine you are a book reviewer for a newspaper. Your job is to describe the novel you just read for your readers. Before you write your review—which will contain both fact and opinion—you must take notes. Use this form to record the information you will use in your article.

BOOK TITLE: _____

AUTHOR: _____

1. What was the *author's purpose* in writing this book? (Examples: to amuse, terrify, inform, protest, inspire, etc.) Name more than one purpose, if appropriate.

2. What *type* of novel is this? (Examples: adventure, fantasy, comedy, tragedy, mystery, action, drama, etc.) Name more than one type, if appropriate.

3. Describe the *main character* in two or three sentences. Use meaningful details.

4. Describe two or three *supporting characters*. Explain each character's relationship to the main character.

5. Write one or two sentences from the novel as examples of powerful *description*. (Hint: Look for vivid sights, sounds, smells, or feelings.)

**BOOK REVIEW, PART 2:** _____

(TITLE OF NOVEL) _____

NAME _____

DATE _____

6. Write one or two lines from the book as examples of memorable *dialogue*.

7. Summarize the *plot* of the book in one brief paragraph. (Hint: Name a key event at the beginning, middle, and end.)

8. Find your favorite *illustration* in the book. As you describe it, explain how this drawing works as an aid to the reader's imagination.

9. State your opinion of the book's *title*. Does the title give a good clue as to what the story is about? Why or why not? Suggest a different title that would have worked as well.

10. State two reasons why you **would** or **would not** recommend this novel to your readers.

Saddleback E-Book